



A CROSS – CONTEXT LONGITUDINAL STUDY OF EPISTEMOLOGICAL CONCEPTS AND TEACHING ATTITUDE AMONG PROSPECTIVE TEACHERS

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ABSTRACT

Teacher education is not teaching the teacher how to teach. It is to kindle his initiative, to keep it alive, to minimize the evils of the “hit and miss” process and to save time, energy, money and trouble of the teacher and the taught. The necessity of the teacher to perceive that the course in Teacher Education would help him to minimize his trouble, and to appreciate that it would save the children from much of the painful process through which he has himself passed.

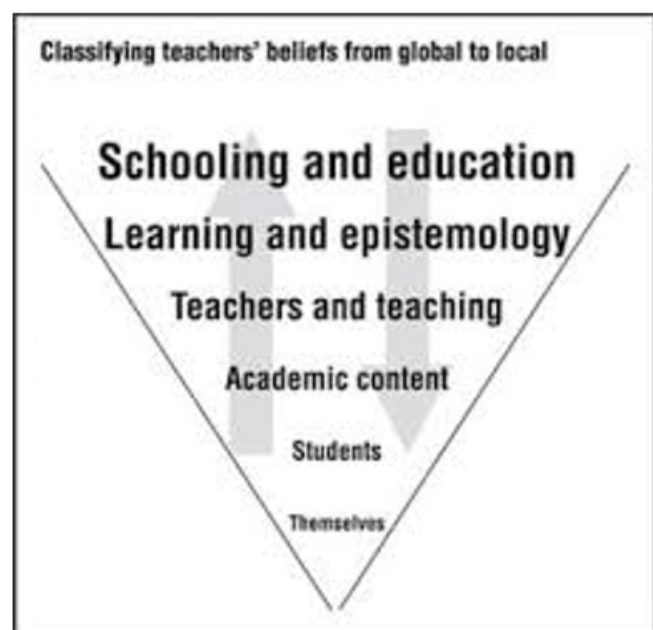
Systematic and sincere efforts eventually lead a non competent teacher to enter into the privileged group of competent teachers. In this competitive world, a mere academic qualification does not generate any job opportunity in the educational institution Teacher education refers to the policies and procedures designed to equip prospective teachers with the knowledge, attitudes, behaviors and skills they require to perform their tasks effectively in the classroom, school and wider community.

KEYWORDS: Prospective teachers, epistemological belief and teaching attitude.

Introduction

In today's educational system talent of pupil has touched by multi – dimensional scope. The trainee teacher role has also enhanced multifold. This transition in the field of education requires a sensitive, critical, and meticulous view. It is felt that the transition education system is stepping up with its own pace. However, it is felt that scientific and systematic narration of the fact may gear up the momentum.

A good teacher can certainly give best result out of the worst system (Parvez, 2010). He/she is a powerful and abiding influence in the formation of character; the influence of a great teacher indirectly extends over many generations. The pivot upon which an educational system moves is the personality of the teacher. This require not only improving the knowledge and teaching competence of prospective-teachers but also to inculcate in them healthy professional attitudes and desirable teacher like qualities. Therefore, securing the right type of prospective-teachers for training is very important. Unless such prospective-teachers are found our secondary schools cannot deliver as per our expectations. Therefore, for the professional preparation of prospective-teachers, the study of attitudes held by them is very important. A positive favourable attitude makes the work not only easier but also more satisfying and professionally rewarding.



Variables

- **Prospective Teacher:** Prospective Teacher is also known as “Teaching Assistant” to teachers. A Prospective teacher is a student enrolled for the professional degree of Bachelor of Education (B.Ed).

Studies related to the variable

- NCTE (2001) studied the Teacher Education in Andhra Pradesh. Being a state level study, it covered all Teacher Education Institutions in the State at primary and secondary levels. It highlighted the present status, its historical growth, the organizational set up, roles and functions of these institutions. It also studied the strength and weaknesses, problems and issues pertaining to academic, financial and professional aspects. It provided databases to the Review of Related Literature 35 survey conducted in Andhra Pradesh. The findings of the study were: - In colleges of education, there was a dearth of lecturers in subject like philosophical foundations and psychological foundations. The situation in DIETs, CTEs and IASEs in the state appeared to be unsatisfactory according to NCTE norms. Hence there was an urgent need to recruit the staff members to satisfy the requirement of manpower planning as also to have an effective and efficient teacher education system in the state
- Gabbard (2003) studied the teacher education programs engaged in professional schools: A study of organizational change. As unique forms of school-college partnerships, Professional Development Schools (PDS) facilitated shared responsibility between teacher education programs and school for: (1) the clinical preparation of new teacher, (2) professional developments of school-and university-based faculty, (3) the support of children's learning and (4) inquiry aimed at simultaneously improving teaching and learning in both school and college environments. Few studies explore the changes within colleges and universities that contribute to the institutionalization of such partnerships. Aimed at understanding how change occurs within higher education, this study examined the organizational culture, curriculum, and patterns of inquiry of three different teacher education sites in Professional Development Schools relationship. Institutionalized change was studied using Goodman and Dean's (1984) five facets of institutionalization: knowledge of behavior, performance of behavior, preferences for the behavior, normative consensus, and values. Qualitative in nature, the study triangulated in-depth interviews and a cross-section of individuals from three established PDS sites and with an examination of related explanatory documents. The extant literature available on each of the sites was analyzed. Using a comparative case study approach, the study identified unique institutional elements as well as mutual themes across the three sites, revealing the complexities of PDS engagement for teacher education and implications for change in higher education as a whole. Findings indicate that significant alteration in the organizational culture, curriculum and patterns of inquiry contribute to the development and institutionalization of PDSs. Change in colleges with established PDSs is reciprocal, complementary, predictive, and visionary.
- **Teaching Attitude:** An attitude is an important concept to understand human behaviour. As behaviour is composed of many attributes and one of these important attributes is attitude.

Studies related to the variable

- Naik and Pathy (1997) reiterated that female science teachers have more positive attitude towards teaching than male counterparts. Poozhikuth (1989) also stressed that female teachers have more favorable attitude towards teaching than male teachers. Ghosh and Bairagya (2010) in their study concluded that female secondary teachers possess more favorable attitudes towards teaching profession than male teachers. Benjamin et al. (2011) also

supported this view that female student teachers had more favorable attitude towards teaching profession than male student teachers.

- Devi (2005) found that success in teaching field depends upon two prime factors attitude towards profession and job satisfaction. Suja (2007) also confirmed similar findings. According to him, attitude towards profession, interest in profession and teaching experience influence job commitment of the teacher. Mathai (1992) in his study emphasised that attitude towards profession and success in teaching are correlated to each other. In another study, Cornelius (2000) revealed that intelligence, attitude towards teaching and academic achievement of teacher trainee cast impression on their competence. Gynanduru and Kumar (2007) established that over achievers and average achievers possess more favourable attitude towards teaching in comparison to under achievers. Pushpam (2003) confirmed positive relationship between women teachers' attitude towards teaching and job environment.



*When the student is
ready the teacher will
appear.*

– Buddhist Proverb –



- **Epistemological Concepts:** Epistemology is the study of the nature and scope of knowledge and justified belief. It analyzes the nature of knowledge and how it relates to similar notions such as truth, belief and justification.

Study related to the variable

- Epistemological beliefs consist of a person's core beliefs about the nature of knowledge and how knowledge is acquired and peripheral beliefs about learning (Brownlee, Boulton-Lewis, & Purie, 2002; Hofer and Pintrich, 1997). These beliefs can be naïve, in which "truth is certain, absolute and able to be transferred by an authority" or more sophisticated, in which "truth is relative, changing, and actively constructed by the individual" (Brownlee, et al., p.1). Educational research on teacher beliefs suggests that epistemological beliefs influence reasoning, interpretation of knowledge, and monitoring of cognition (Brownlee, et al., 2002; Hofer & Pintrich, 1997; Pajares, 1992). This educational research provides several implications relevant to concerns in science education.
- Findings in the literature indicated that epistemological beliefs were related to variables such as achievement motivation, learning approaches (Cano, 2005; Kizilgunes, Tekkaya ve Sungur, 2009), motivation and learning (Buehl ve Alexander, 2005; Cavallo, Rozman, Blickenstaff ve Walker, 2003; Paulsen ve Feldman, 1999), study strategies and problem solving (Phillips, 2001), learning styles and reflective thinking (Phan, 2008), academic performance (Schommer, 1993).

Rationale of the Studies

Since educational training is a professional course, skills and strategies are more the immediate need than extensive theoretical framework of the curriculum. Thus the trainee, in their mutual perspectives relating in the course differ conspicuously from each other. Again teaching profession being simultaneously dynamic and prosperous in nature has fascinated a large section of the society to adopt teaching job as their lifetime career.

- **Osunde & Izevbogie (2006)** revealed that teachers are not well financially remunerated and they are looked down upon because of delay in payment of salaries and allowances, thereby having a lost of sense of belonging. This situation has resulted in the low esteem and status of the teachers and the teaching profession in the society. Poor conditions of service, wider negative influence and teacher's negative personal and professional behavior are critical factors responsible for teachers' low status.
- **Shah & Thoker (2013)** reported that there is significant difference between teaching attitude of government and private secondary school teachers, and government secondary school teachers have higher teaching attitude towards their teaching profession as compared to private secondary school teachers.



Statement of the Problem

A Cross – Context Longitudinal Study of Epistemological Concepts and Teaching Attitude Among Prospective Teachers.

Variables:

- **Dependent Variable:** Prospective Teachers
- **Independent Variable's:** Epistemological Concepts and Teaching Attitude

Objectives

- To determine the relationship between epistemological concepts and teaching attitude among prospective teachers.
- To compare the attitudes of prospective teachers studying in private B.Ed institutions towards teaching profession.
- To compare the attitudes of female and male prospective teachers towards teaching profession.

Hypothesis

- There is no significant relationship between epistemological concepts and teaching attitude among prospective teachers.
- There is no significant relationship between attitudes of prospective teachers studying in private B.Ed institutions towards teaching profession.
- There is no significant relationship between the attitudes of female and male prospective teachers towards teaching profession.

Design and Methodology

Experimental Research

Population

In the present study the prospective teachers studying in private institution of Jhajjar District constitute the target population.

Sample

The sample has been taken 50 prospective teachers in one college.

Tool used in study

- Attitude Scale of Creative Teaching : R.P. Shukla
- Test of Knowledge Art for Teacher : R. Sharma

Techniques

The following statistical techniques have been used for data analyses and interpretation of results:

- Measures of Central Tendency - Mean
- Measures of Central Variability - Standard Deviation
- Test of Significance – (a) One Way Analysis of Variance, (b) Two Way Analysis of Variance and (c) 'T' Test.

Delimitations

The study will delimited to:-

- This study focused only teaching aptitude of 50 students of one college in Haryana.
- As the population and sample is taken from specific region of Delhi NCR, it cannot be universalized as the sample comes from similar region of Hindi speaking belt coming from middle and high middle income group.

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